





# History


## Year 1


<p><b>Autumn Term</b></p> <p><b>Themes and Key Questions</b></p>	<p><b>Let's celebrate!</b></p> <p><u>History and Multi-cultural</u></p> <p>Why do we celebrate Bonfire Night and Remembrance Sunday?</p> <p>Who celebrates Diwali and Christmas? Why?</p> 		
<p><b>Key knowledge and skills</b></p>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>• Guy Fawkes tried to blow up the Houses of Parliament</li> <li>• We remember the story of Guy Fawkes by letting off fireworks and lighting fires</li> <li>• Lots of people have died in wars in the past</li> <li>• We remember those who died on Remembrance Day by wearing a poppy</li> <li>• People from different religions have special celebrations</li> <li>• Diwali is the festival of light</li> </ul>	<p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>• To recognise that their lives are different from people in the past</li> <li>• To know and recount episodes from stories about the past</li> <li>• To know that there are reasons why people acted as they did</li> <li>• To find answers to simple questions from pictures and stories</li> <li>• To start to fit events into a chronological framework using words like 'a long time ago', 'many years ago', 'in the past'</li> <li>• To show that they know and understand about the past in different ways (speaking / role-play / writing a sentence / drawing)</li> </ul>	
<p><b>Vocabulary</b></p>	<p><b>Guy Fawkes</b></p> <p><b>Diwali</b></p> <p><b>London</b></p> <p><b>past</b></p>	<p><b>Remembrance</b></p> <p><b>Christmas</b></p> <p><b>Houses of Parliament</b></p> <p><b>present</b></p>	<p><b>Poppy</b></p> <p><b>Celebration</b></p> <p><b>Famous</b></p> <p><b>future</b></p>


<b>Spring Term</b>  <b>Themes</b>	<h2 style="color: purple;">Toys and Games</h2>  <p><b>History</b> Comparing life now and then, old / new. Sequencing activities. Use real objects as evidence.</p> <p>Ask a visitor to come and speak about what they played with as a child</p>		
<b>Key knowledge and skills</b>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• Toys have existed for thousands of years and have been made out of many different materials</li> <li>• Victorian toys were often made of wood. Poorer children would have played with homemade toys.</li> <li>• Modern toys are usually made of plastic because it is safer and easier to make things with.</li> <li>• Many modern toys work using electricity.</li> <li>• Toys have changed over time. Toys that grandparents played with are different to the toys children play with now.</li> </ul>		<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• To put objects in 'time' order using a simple timeline</li> <li>• To use common words and phrases to describe the passing of time (e.g. 'when my gran was young', '100s of years ago', 'last week', 'modern')</li> <li>• To start to recognise simple similarities and differences between life now and in the past</li> <li>• Ask questions about toys/games in the past using artefacts.</li> <li>• Be able to sort a collection of toys into old and new sets and begin to give reasons for their choices.</li> <li>• To use artefacts to ask and answer questions</li> <li>• To match objects with how old it is</li> </ul>
<b>Vocabulary</b>	<b>Wooden</b>	<b>Metal</b>	<b>Plastic</b>
	<b>Old</b>	<b>Oldest</b>	<b>Modern</b>
	<b>Century</b>	<b>Recently</b>	<b>The past</b>
	<b>Victorian</b>	<b>decade</b>	<b>before</b>


<b>Summer Term</b>	<p><b>Trains and Planes</b></p>  <p><b>History</b> Comparing life now and then, old / new. Sequencing activities. Changes in types of transport –steam trains and modern high speed trains / development of flight. Understand the concept of invention.</p>		
<b>Key knowledge and skills</b>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• Early trains were steam trains</li> <li>• George Stephenson was an inventor and involved in the development of early trains</li> <li>• Modern trains are powered by electricity</li> <li>• Hot air balloons were early ways of flying</li> <li>• The Wright brothers were instrumental in early flying and Amy Johnson was a pioneer pilot</li> </ul>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• To put a few events / objects in ‘time’ order</li> <li>• To continue to use common words and phrases to describe the passing of time (e.g. ‘in the 1950s, ‘many years ago, ‘old, ‘modern’)</li> <li>• To start to recognise simple similarities and differences between life now and in the past</li> <li>• To use pictures / videos / artefacts to ask and answer questions</li> <li>• To begin to understand the reasons why people in the past acted as they did</li> <li>• To record their findings in a variety of ways including a simple pictorial timeline</li> </ul>	
<b>Vocabulary</b>	<b>Travel</b>	<b>Carriage</b>	<b>Inventor</b>
	<b>Steam engine</b>	<b>Railway</b>	<b>Old</b>
	<b>Modern</b>	<b>Many years ago</b>	
	<b>Motor</b>	<b>Century</b>	<b>decade</b>

<p><b>Autumn Term</b></p> <p>Themes and key questions</p>	<p><b>Castles</b></p> <p><u>History:</u></p> <p>Comparisons between life now and then, start to think about how long ago / finding clues from artefacts.</p> 		
<p><b>Key knowledge and skills</b></p>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>• Castles were designed and built to be strong fortresses</li> <li>• Castles had special designs like moats / drawbridges and portcullis</li> <li>• Castles were built to control the surrounding area and launch weapons to defend against attack</li> <li>• Different people in the castle had different roles</li> <li>• Know what life was like for a child in a Norman castle</li> <li>• Lancaster castle is an excellent example of a medieval castle</li> </ul>	<p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>• To identify differences and similarities between the ways of life in different historical periods</li> <li>• To use sources (including a trip to a castle) to ask and answer questions about life in the past</li> <li>• To explore why people did what they did in the past</li> <li>• To develop understanding of and use of historical and topic related vocabulary (e.g. century / portcullis)</li> <li>• To show what they know about the past in different ways (e.g. labelled diagrams / diary entry)</li> </ul>	
<p><b>Vocabulary</b></p>	<p>castle</p>	<p>battlements</p>	<p>century</p>
	<p>drawbridge</p>	<p>portcullis</p>	<p>moat</p>
	<p>Keep</p>	<p>tower</p>	<p>Motte and bailey</p>

<p><b>Autumn Term</b></p> <p>Themes and key questions</p>	<p><b>London Bus Ride</b></p>  <p><u>History</u> ‘The Great Fire of London’ Using secondary sources to find out about the past. Sequencing events and times. Famous Person Samuel Pepys</p> <p><u>Geography</u> Explore UK geography: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>		
<p><b>Key knowledge and skills</b></p>	<p><u>Geography knowledge</u></p> <ul style="list-style-type: none"> <li>Each country of the UK has a capital city (London / Edinburgh / Cardiff/ Belfast)</li> <li>The North Sea is to the East of the UK</li> <li>London has lots of famous landmarks from a photograph and understand the term ‘landmark’</li> </ul> <p><u>History knowledge</u></p> <ul style="list-style-type: none"> <li>There was a Great fire in London in September 1666</li> <li>The fire started in a bakery in Pudding Lane</li> <li>The buildings were close together so the fire spread quickly</li> <li>The fire burned for 4 days and destroyed large parts of London</li> <li>Samuel Pepys wrote a diary of the fire</li> <li>King Charles II was the monarch at the time</li> </ul>		<p><u>Geography skills:</u></p> <ul style="list-style-type: none"> <li>name and locate significant places in the UK (four countries and their capital cities)</li> <li>describe places and features using simple geographical vocabulary (London)</li> <li>Make observations about features that give places their character (London)</li> <li>Ask and answer simple geographical questions</li> <li>Make comparisons between London (capital city) with where we live (Slyne village)</li> <li>Use a range sources such as maps, atlases and aerial photos to identify features and places and locate famous landmarks</li> <li>Begin to locate landmarks on a map using grid references</li> </ul> <p><u>History skills:</u></p> <ul style="list-style-type: none"> <li>To develop understanding of the life of signifiacnt people from the past (Samuel Pepys)</li> <li>To develop understanding of how things have changed over time – compare modern London with London at the time of the Great Fire</li> <li>To use a broader range of sources of informaion (e.g. extracts from Samuel Pepys diary)</li> <li>To make a simple timeline</li> </ul>
<p><b>Vocabulary</b></p>	<p>Samuel Pepys</p>	<p>King Charles II</p>	<p>Pudding Lane</p>
	<p>St Paul’s Cathedral</p>	<p>River Thames</p>	<p>17<sup>th</sup> Century</p>
	<p>Underground</p>	<p>Capital city</p>	<p>landmark</p>

<b>Spring Term</b>  <b>Themes</b>	<p><b>Doctors and Nurses</b></p> <p><u>History:</u></p> <p>Understand that hospitals and the way people are treated when they are ill has changed over time.</p> <p>Compare and contrast the lives of Florence Nightingale and Mary Seacole (famous people from the past)</p> 		
<b>Key knowledge and skills</b>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>• Florence Nightingale and Mary Seacole were both nurses in the Crimean war</li> <li>• Edith Cavell_made important_changes to nursing in WW1</li> <li>• Life in a Crimean hospital was very different to the workings of a modern hospital in the UK</li> </ul>	<p><u>Key skills</u> (building on those from Great Fire)</p> <ul style="list-style-type: none"> <li>• To develop understanding of the life of signifiacnt people from the past (Florence Nightingale / Mary Seacole)</li> <li>• To develop understanding of how things have changed over time – compare hospitals now and then and consider how that affected people in the past</li> <li>• To use a broader range of sources of informaion</li> <li>• To make a simple timeline</li> <li>• To record historical information in defferent ways –timeline, diary entry, information booklets, drama and hotseating</li> </ul>	
<b>Vocabulary</b>	<b>Crimean war</b>	<b>hospital</b>	<b>patients</b>
	<b>First World War</b>	<b>nurse</b>	<b>medal</b>
	<b>battlefield</b>	<b>soldier</b>	<b>significant</b>

<p><b>Summer Term</b></p> <p><b>Themes</b></p>	<p><b>At the seaside</b></p>  <p><b>History:</b> Seaside holidays in the past – including a trip to the Fleetwood ‘Seaside holidays event’</p> <p><b>Geography</b> Use physical and human geographical terms to describe places</p>			
<p><b>Key knowledge and skills</b></p>	<p><b>Geography knowledge</b></p> <ul style="list-style-type: none"> <li>• There are lots of seaside resorts around the coast of the UK (Morecambe is one of these resorts)</li> <li>• Morecambe is in the NW of England – Morecambe Bay leads out into the Irish Sea</li> </ul> <p><b>History knowledge</b></p> <ul style="list-style-type: none"> <li>• In the past many people who worked in the mills in the Northern cities came to Morecambe (and other seaside resorts) on holiday</li> <li>• Holidays in the past often involved a journey on a steam train, staying in a boarding house and engaging with traditional activities (e.g. Punch and Judy)</li> <li>• Peoples views have changed over times – bathing machines were used were changing and Sundays were often spent in local churches</li> </ul>		<p><b>Geography skills</b></p> <ul style="list-style-type: none"> <li>• name and locate UK surrounding seas (developing from / building on prior knowledge)</li> <li>• Make observations about features that give places their character</li> <li>• Ask and answer simple geographical questions when investigating different places and environments</li> <li>• Recognise how people sometimes affect the environment</li> <li>• Develop simple fieldwork and observational skills when studying the geography of a local seaside location (Morecambe and Fleetwood – linked to school trip)</li> <li>• Create their own simple maps and symbols</li> <li>• Use simple compass directions as well as locational and directional language when describing features and routes</li> </ul> <p><b>History skills:</b></p> <ul style="list-style-type: none"> <li>• To identify differences and similarities between the ways of life in different historical periods</li> <li>• To use a wide range of sources to ask and answer questions about life in the past</li> <li>• To explore why people did what they did in the past and relate these to their own experiences</li> <li>• To sequence artefacts closer together in time – make a timeline with the decades clearly visible</li> <li>• To show what they know about the past in different ways</li> </ul>	
<p><b>Vocabulary</b></p>	<p><b>Human feature</b></p>	<p><b>coast</b></p>	<p><b>tourist</b></p>	<p><b>promenade</b></p>
	<p><b>Physical feature</b></p>	<p><b>pier</b></p>	<p><b>resort</b></p>	<p><b>boarding house</b></p>

<p><b>Autumn Term</b></p>	<p><b>Egypt : A trip down the Nile</b></p> <p><b>History</b> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Egypt</p> <p><b>Geography</b> : Locate countries and continents on world maps / What is Egypt like today?</p> 					
<p><b>Key knowledge and skills</b></p>	<p><b>History knowledge</b></p> <ul style="list-style-type: none"> <li>• AD refers to time after Jesus and BC before Jesus</li> <li>• The Ancient Egyptians lived several thousand years before Jesus.</li> <li>• The most powerful person was the Pharaoh. They were thought to be half-person, half-god.</li> <li>• The pyramids were built for pharaohs to be buried in after they died.</li> <li>• A 'mummy' is a preserved body and 'mummification' means the process of making a mummy.</li> <li>• The Ancient Egyptian writing was called hieroglyphs.</li> <li>• Tutankhamun's tomb was discovered by Egyptologist Howard Carter</li> <li>• Know what life was like for a child in Ancient Egypt.</li> </ul> <p><b>Geography knowledge</b></p> <ul style="list-style-type: none"> <li>• Egypt is a country in the continent of Africa (build on Y2 knowledge)</li> <li>• Egypt is defined by the River Nile and the Western part of the Sahara desert</li> <li>• The pyramids were built in the time of the Egyptians but are still a human feature of the landscape today</li> <li>• Egypt has a large tourist industry</li> </ul>			<p><b>History skills</b></p> <ul style="list-style-type: none"> <li>• To use the terms AD and BC correctly and start to understand how long ago a period in history is (e.g. Egyptians – 3000+ years ago)</li> <li>• To understand some of the key features of life in Ancient Egypt</li> <li>• To ask questions about cause and change and identify similarity and difference</li> <li>• To start to carry out their own simple research about an aspect of life in Ancient Egypt</li> </ul> <p><b>Geography skills</b></p> <ul style="list-style-type: none"> <li>• Name and locate a wider range of places in the wider world (Egypt and its surrounding borders / N Africa)</li> <li>• Use geographical language to describe some aspects of human and physical features and patterns (River Nile)</li> <li>• Make observations about places and features that change over time (e.g. Pyramids – then and now)</li> <li>• Use a range of sources including digital maps / atlases / globes and satellite images (Google earth) to research geographical information</li> </ul>		
<p><b>Vocabulary</b></p>	<p>ancient</p>	<p>civilisation</p>	<p>tomb</p>	<p>Continent</p>	<p>Sahara desert</p>	<p>River Nile</p>
	<p>pharaoh</p>	<p>mummification</p>	<p>pyramids</p>	<p>tourism</p>		
	<p>egyptologist</p>	<p>hieroglyphs</p>	<p>AD / BC</p>			

**Spring Term**

**Rock and Roll**

**History: Britain from Stone age to Iron Age**

changes in Britain from the Stone Age to the Iron Age (life in Britain at the same time as the Egyptians were alive)



**Key knowledge and skills**

Key knowledge


- The stone age was a long period of time when early humans made tools and weapons from stone.
- It was split into 3 periods– palaeolithic, mesolithic and neolithic.
- People lived as hunter-gatherers but towards the end of the mesolithic period, they started to learn about farming.
- In the neolithic period, people started to live in permanent settlements and they began farming.
- During the Bronze Age, people developed technology to make bronze – this was used for tools, jewellery and containers.
- During the Iron Age, people developed technology further and made tools, weapons from iron.
- They were known as the Celts and lived in hillforts for protection from attack.
- Know what life was like for a child in the Stone Age


Key skills


- To continue to use the terms AD and BC correctly and compare these events with those in Ancient Egypt
- To understand some of the key features of life in Stone Age Britain
- To use sources (e.g. cave wall art) as a means of finding out about the past
- To communicate findings in a variety of ways using the correct vocabulary (e.g. settlement / bronze age / tribes etc)


**Vocabulary**

<b>Hunter gatherer</b>	<b>settlement</b>	<b>tribe</b>
<b>prehistoric</b>	<b>hillfort</b>	<b>prehistory</b>
<b>technology</b>	<b>neolithic</b>	<b>agriculture</b>

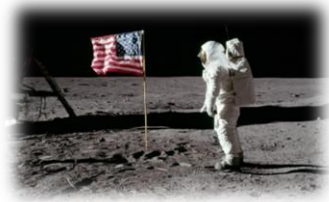
<b>Summer Term</b>	<p><b>The Romans</b>  <u>History</u>  The Roman Empire and its impact on Britain</p> 		
<b>Key knowledge and skills</b>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• The first Romans lived in Italy nearly 3000 years ago.</li> <li>• The Romans invaded for power and to get resources e.g iron, steel, bronze, timber and slaves</li> <li>• The Celts were living in Britain when the Romans invaded (link back to previous unit)</li> <li>• The Roman army was very powerful and well organised</li> <li>• Many people lived in tribes, each one ruled separately by warrior kings. One of those tribes was the Iceni.</li> <li>• Hadrian’s Wall was built by the armies under the instruction of the Emperor Hadrian to keep out the northern tribes (Link to visit)</li> <li>• Know what life was like for a child in Roman Britain</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• To place periods of history studied within Y3 on a timeline using the correct terms</li> <li>• To understand some of the key features of life in Roman Britain, thinking about how Britain was changed by those who invaded</li> <li>• To use a wider range of sources as a means of finding out about the past – <i>including the class visit to Housesteads Roman Fort</i></li> <li>• To communicate findings in a variety of ways using the correct vocabulary (e.g. invasion)</li> <li>• Use historical maps to gather more information</li> <li>• Build upon prior knowledge of time periods</li> </ul>	
<b>Vocabulary</b>	<b>settlement</b>	<b>fleet</b>	<b>invade</b>
	<b>legion</b>	<b>empire</b>	<b>tribe</b>
	<b>auxiliaries</b>	<b>governor</b>	<b>conquer</b>


<p><b>Autumn Term</b></p>	<p><b>It's all Greek to me!</b></p> <p><b>History (Ancient Greece)</b>                  A study of Greek life and achievements and their influence on the western world                  The legacy of Greek culture on the present day  <b>Geography</b> European geography and modern Greece (not a specific location)</p> 					
<p><b>Key knowledge and skills</b></p>	<p><b>History knowledge</b></p> <ul style="list-style-type: none"> <li>• The history of Ancient Greece covers a large time period</li> <li>• Ancient Greece was made up of city states with their own rules and ruler</li> <li>• Ancient Greeks believed in many gods and goddesses, 12 of whom lived on Mount Olympia</li> <li>• The Olympic Games are a legacy of Ancient Greek culture exploring the balance of religious, social and sporting activities.</li> <li>• Democracy began in Ancient Greece.</li> <li>• Know what life was like for a child in Ancient Greece</li> </ul> <p><b>Geography knowledge</b></p> <ul style="list-style-type: none"> <li>• Europe is one of the seven continents (Recap from Year 2/3)</li> <li>• Greece is a country within Europe – it's capital city is Athens.</li> <li>• Greece is one of the sunniest places in the world.</li> <li>• There are over 6000 islands around the coast of Greece</li> <li>• Greece is home to 18 UNESCO World Heritage Sites.</li> <li>• 80% of Greece is made up of mountains.</li> </ul>			<p><b>History Skills</b></p> <ul style="list-style-type: none"> <li>• To place Stone Age / Egypt / Roman period and Ancient Greece on a timeline using accurate terms / dates</li> <li>• To compare the life of children in different periods of time</li> <li>• To understand some of the key features of life in Ancient Greece, thinking about the legacy of this period still has impact on our life today</li> <li>• To devise their own historical questions to research on present their findings on</li> <li>• To present historical information in a variety of ways that shows connections between and within the period are being made</li> </ul> <p><b>Geography Skills</b></p> <ul style="list-style-type: none"> <li>• Name and locate a wider range of places – countries in Europe and some of their capitals</li> <li>• Observe, record and explain physical and human features of the environment and changes over time</li> <li>• Use range of sources including maps, atlases, globes and satellite images to research geographical information</li> <li>• Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations (e.g. select a European country – research and present findings)</li> </ul>		
<p><b>Vocabulary</b></p>	<p>Alexander the Great</p>	<p>city-state</p>	<p>Parthenon</p>	<p>Europe</p>	<p>Athens</p>	<p>Heritage site</p>
	<p>Sparta</p>	<p>government</p>	<p>Olympia</p>	<p>mountainous</p>	<p>climate</p>	


<b>Summer Term</b>	<p><b>Anglo-Saxons ahoy!</b></p> <p><b>History</b> Britain's settlement by Anglo-Saxons and Scots</p> 		
<b>Key knowledge and skills</b>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• After the Romans had left new invaders came to Britain from the east. They came to find land to farm</li> <li>• The Anglo-Saxons left a legacy including town and city names and creative artwork</li> <li>• There were 5 main Anglo-Saxon kingdoms</li> <li>• Anglo-Saxon runes were used to write then upon conversion to Christianity, Latin alphabet was introduced.</li> <li>• Christian communities were established at Iona and Lindisfarne (Holy Island) during this period</li> </ul>	<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• To place all periods studied to date on a timeline using the correct terms / dates</li> <li>• To understand some of the key features of life in Anglo-Saxon and Viking Britain – compare the invasions of the Anglo-Saxons with those of the preceding Romans and through enquiry develop an understanding of how life in Britain changed in this period</li> <li>• To begin to evaluate the usefulness of different historical sources</li> <li>• To present historical information in a variety of ways that shows connections between and within the periods are being made</li> </ul>	
<b>Vocabulary</b>	<b>invaders</b>	<b>settlers</b>	<b>push factor</b>
	<b>pull factor</b>	<b>kingdom</b>	<b>Anglo-Saxon</b>
	<b>society</b>	<b>settlement</b>	<b>manuscript</b>


<b>Summer Term</b>	<p><b>We are Vikings on a raid!</b></p> <p><b>History</b></p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> 		
<b>Key knowledge and skills</b>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• Vikings came from modern Scandinavian countries Denmark, Norway, Sweden</li> <li>• They arrived in Britain on their longships around AD787 and dominated until 1066 when William the Conqueror became King.</li> <li>• Viking were raiders – they raided monasteries and traded items</li> <li>• They overran the Anglo-Saxons (link back to previous unit)</li> <li>• They were pagans but converted to Christianity</li> <li>• Vikings lived on farms and kept animals and grew crops.</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• To place all periods studied to date on a timeline using the correct terms / dates</li> <li>• To understand some of the key features of life in Anglo-Saxon and Viking Britain – compare the invasions of the Anglo-Saxons with those of the preceding Romans and through enquiry develop an understanding of how life in Britain changed in this period</li> <li>• To begin to evaluate the usefulness of different historical sources</li> <li>• To present historical information in a variety of ways that shows connections between and within the periods are being made</li> </ul>	
<b>Vocabulary</b>	<b>Vikings</b>	<b>raid</b>	<b>monastery</b>
	<b>invasion</b>	<b>Scandinavia</b>	<b>longhouses</b>
	<b>Danelaw</b>	<b>traders</b>	<b>pagan</b>

## Year 5


<b>Autumn Term</b>	<p><b>Lost in space!</b> (linked to Science unit of work)</p> <p><u>History</u> A study of a theme in history that extends chronological knowledge.</p> <p><b>A history of space travel and exploration.</b></p>			
<b>Key knowledge and skills</b>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>• The telescope was invented in the 17<sup>th</sup> Century and</li> <li>• Galileo was the first person to use it to explore the night sky</li> <li>• The Space Race was a competition of space exploration between the Soviet Union (now Russia) and the United States, (1955 to 1969)</li> <li>• Neil Armstrong became the first man to land on the moon on 20<sup>th</sup> July 1969 – part of the Apollo 11 mission.</li> <li>• The Hubble Telescope is a means of exploring space today</li> <li>• Space stations are manned satellites that are specifically designed to enable other space crafts to dock to them and allow astronauts from different countries to live and work in space.</li> </ul>		<p><u>Key Skills</u></p> <ul style="list-style-type: none"> <li>• To create a timeline of key events using years / decades</li> <li>• To examine causes and results of great events and the impact on people</li> <li>• To compare how different countries entered and were successful within the 'Space race' and its impact on that country</li> <li>• To compare accounts of events from different points of view (e.g Moon landing) and offer reasons for different versions of events</li> </ul>	
<b>Vocabulary</b>	<b>satellite</b>	<b>Soviet</b>	<b>Apollo 11</b>	
	<b>NASA</b>	<b>sputnik</b>	<b>rivalry</b>	
	<b>exploration</b>	<b>atmosphere</b>		

<b>Autumn Term</b>	<p><b>Victorians</b></p> <p><u>History</u> To explore life in Britain during the Victorian era and consider how life at different levels of society was different</p> 		
<b>Key knowledge and skills</b>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>• Victoria was born in 1819 and became queen when she was just 18 years old</li> <li>• In 1840, Queen Victoria married Prince Albert. Albert became an important advisor and helped Victoria in the day-to-day running of the country.</li> <li>• Queen Victoria died on 22nd January 1901 at the age of 81. She had been queen for 63 years.</li> <li>• There was a period of huge change in Britain between 1750 and 1900 called the Industrial Revolution.</li> <li>• Huge factories and communities were built and towns expanded.</li> <li>• Know what life for a small child was like in a Northern mill town</li> <li>• Some very poor people lived in Workhouses where food was very basic including bread, porridge (gruel), watered down milk and occasionally meat and potatoes.</li> </ul>	<p><u>History Skills</u></p> <ul style="list-style-type: none"> <li>• To research and then create their own timeline of key events in the Victorian era</li> <li>• To use a range of sources (including novels / literature and images) to develop understanding of life at different levels of society. To make comparisons between these different levels and life now (e.g. what could a child of my age be doing in Victorian England)</li> <li>• To consider the nature of diversity in Victorian and modern life</li> </ul>	
<b>Vocabulary</b>	<b>Industrial Revolution</b>	<b>Workhouses</b>	<b>Invention</b>
	<b>Industry</b>	<b>Rural</b>	<b>Monarchy</b>
	<b>reign</b>	<b>Queen Victoria</b>	<b>Prince Albert</b>

<b>Summer Term</b>	<p style="text-align: center;"><b>Canals and Railways – Moving on</b></p>  <p><b>History:</b> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 / local history (Transport changes in the local area) Development of the canals and the coming of the railways to Morecambe and its impact on the town.</p>		
<b>Key knowledge and skills</b>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• Canals are man made and rivers occur naturally.</li> <li>• Canals were used to transport goods. First by horses pulling the barges on towpaths.</li> <li>• The invention of the railways changed the use of canals. It became faster and cheaper to transport goods by train.</li> <li>• Canals and then railways were key to the industrial revolution. (Link back to Victorians)</li> <li>• The first railroads were in coal mines and these consisted of horses pulling carts of coal.</li> <li>• Morecambe train station opened in 1907 and moved in 1994.</li> <li>• Much of the development of train travel to Morecambe was linked to tourism.</li> </ul>	<p><b>History Skills</b></p> <ul style="list-style-type: none"> <li>• To use a range of sources of information to research how the canals and railways changed life in the local area over the past 250 years.</li> <li>• To make links between periods of history and their impact – mill workers coming to Morecambe in the 1920s – 60s and the impact on the railways and the town and then the subsequent decline in tourism in the 1970s</li> <li>• Continue to evaluate the usefulness of different sources of information</li> <li>• To present their work in a variety of ways</li> </ul>	
<b>Vocabulary</b>	<p style="text-align: center;"><b>towpaths</b></p>	<p style="text-align: center;"><b>canal</b></p>	<p style="text-align: center;"><b>Transportation</b></p>
	<p style="text-align: center;"><b>navvies</b></p>	<p style="text-align: center;"><b>locomotives</b></p>	<p style="text-align: center;"><b>railroads</b></p>
	<p style="text-align: center;"><b>Steam engine</b></p>	<p style="text-align: center;"><b>Industrial Revolution</b></p>	

<p><b>Autumn Term</b></p>	<p><b>Mexican mix-up (Mexico and Maya)</b></p> <p><u>History:</u> A study of a non-European society that provides contrasts with British history.</p> <p><u>Geography:</u> Locational, Place Knowledge – Mexico. Locate on world maps and consider key information about Mexico including climate and key settlements (use comparisons in the next unit).</p> 	
<p><b>Key knowledge and skills</b></p>	<p><u>History knowledge</u></p> <ul style="list-style-type: none"> <li>• People have lived in this region for over 12,000 years, and when they settled here first, they were hunter-gatherers.</li> <li>• Over time, these people learned to farm and settled in small villages. Eventually, these grew into large city-states.</li> <li>• Farming was one of the main reasons that the civilization grew and became so powerful.</li> <li>• The Maya civilization grew with a plentiful supply of water, farming techniques, and natural limestone and obsidian for building materials and tools.</li> <li>• The Maya built temples, ballcourts and plazas.</li> <li>• The Maya believed in many gods and goddesses.</li> <li>• The Maya were not a united empire like Ancient Egypt. Each city was a state with its own ruler and council of high priests.</li> <li>• Life was very different for the rich and poor in Maya society.</li> <li>• In the 10th century the Maya people of the central Maya Lowlands began to abandon their cities but nobody really knows why.</li> </ul> <p><u>Geography Knowledge</u></p> <ul style="list-style-type: none"> <li>• The Chihuahuan desert is the largest desert in North America-stretching from the south-western United States into the Central Mexican Highlands.</li> </ul>	<p><u>History Skills:</u></p> <ul style="list-style-type: none"> <li>• To place all periods of history studied in KS2 on a timeline and make comparisons between periods – note trends over time.</li> <li>• In depth study: To research and find out about the life of the Ancient Maya and compare to other ancient civilisations studied (e.g. Egypt and Greece). Explore how the empire started and how it came to an end along with key features of life.</li> <li>• To consider the impact that the Ancient Maya had then and now.</li> </ul> <p><u>Geography skills:</u></p> <ul style="list-style-type: none"> <li>• Name and locate an extensive range of places in the world.</li> <li>• Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>• Communicate geographical using a wide range of methods including writing at increasing length.</li> </ul>

	<ul style="list-style-type: none"> <li>• Due to the region's high altitude (3,000 to 5,000 feet) winters and nights are cool while summer days can reach temperatures over 100 degrees.</li> <li>• Very little rain falls in the area, but underground springs, small streams and the Rio Grande River provide precious water.</li> <li>• Mexico is a land of extremes, with high mountains and deep canyons in the centre of the country, sweeping deserts in the north and dense rainforests in the south and east.</li> <li>• Mountains cover much of Mexico. Between the Sierra Madre Oriental Mountain range in the east and the Sierra Madre Occidental in the west lie small mountain ranges on the Central Plateau. These regions are rich with valuable metals like silver and copper.</li> </ul>					
<b>Vocabulary</b>	<b>civilisation</b>	<b>codices</b>	<b>tombs</b>	<b>society</b>	<b>hunter-gatherers</b>	<b>plaza</b>
	<b>drought</b>	<b>maize</b>	<b>architecture</b>	<b>pyramids</b>	<b>archaeologists</b>	<b>artefact</b>
	<b>scribes</b>	<b>cocoa beans</b>	<b>region</b>	<b>altitude</b>	<b>temple</b>	<b>settlement</b>
	<b>stelae</b>	<b>hieroglyphics</b>	<b>civilisation</b>	<b>religion</b>	<b>plateau</b>	<b>region</b>

<p><b>Spring /Summer Term</b></p>	<p><b>What was life like in WW2?</b>  <b>(Spring 2 and Summer 1)</b></p> <p><b>History:</b>  An overview of key WW2 people / events and themes.  A local history study: Evacuation focus linked to the village and history of the school.</p> 	
<p><b>Key knowledge and skills</b></p>	<p><b>Key knowledge</b></p> <ul style="list-style-type: none"> <li>• The war began with Adolf Hitler trying to take over other countries.</li> <li>• In March 1938, Germany invaded and annexed Austria.</li> <li>• In August 1939, Hitler broke the Munich agreement. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.</li> <li>• Many children were evacuated away from the cities to keep them safe All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them.</li> <li>• Because supply ships were targeted by German bombers food was in short supply and rationing was introduced.</li> <li>• Evacuation wasn't needed from Morecambe, instead there was an influx of evacuees. Some evacuees from Salford came to Slyne.</li> <li>• Most evacuees had gone by VE day.</li> <li>• People were also encouraged to 'Dig for Victory' and 'make do and mend'.</li> <li>• Before the war, most women stayed at home and didn't go out to work. However, when men were called up for active service, women were needed to do jobs. Some joined the armed forces themselves.</li> </ul>	<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• To create a timeline of a smaller period using decades / years and months. To consider a wide range of events and which are significant enough to be included in such a timeline and why.</li> <li>• To use a range of sources (including recordings of people who were alive in the war) to discover the impact the war had on life in Britain and Europe.</li> <li>• To consider how evidence can have a bias depending on who has produced it /where it originated.</li> </ul>

	<ul style="list-style-type: none"> <li>• After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay.</li> <li>• The Holocaust is the term for the killing of over six million Jewish people before and during World War II, organised by Adolf Hitler and the Nazi party.</li> <li>• Jewish people were openly bullied, persecuted, abused and discriminated against. Many Jews were sent to concentration camps where they were forced to work like slaves and large numbers died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. This form of mass killing is called genocide.</li> <li>• Locals celebrated the end of the war with street parties and luxuries and there was a free cinema at the Odeon.</li> <li>• War memorial to commemorate those who lost their lives were erected</li> </ul>				
<b>Vocabulary</b>	<b>propaganda</b>	<b>Concentration camps</b>	<b>air-raid</b>	<b>Anderson shelter</b>	<b>allies</b>
	<b>War memorial</b>	<b>Justice and equality</b>	<b>axis</b>	<b>blackout</b>	<b>Blitz</b>
	<b>propaganda</b>	<b>VE Day</b>	<b>annex</b>	<b>Nazi</b>	<b>rationing</b>